DOCUMENT RESUME

ED 151 899 EA 010 376

TITLE	Discussion Guide for the California School Improvement Program.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	78
NOTE	49p.; A Spanish translation is also available from the California State Department of Education
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Change Strategies; *Community Involvement; *Discussion Programs; *Educational Improvement; Elementary Secondary Education; Program Development
IDENTIFIERS	California Assembly Bill 65

ABSTRACT

This booklet is one of a series of publications developed to aid educators, pupils, parents, and community members in implementing the school improvement portions of California Assembly Bill 65. AB 65 calls on all members of the school community to join together at each school site in an effort to assess the effectiveness of the total school program and then to plan, implement, and evaluate activities geared to improving pupil achievement and growth. This booklet is intended to give those involved in this effort a feel for the overall direction of school improvement and to serve as a discussion guide that can serve as a starting point for a school improvement effort. The booklet is organized into three main sections that focus in turn on the pupil, the instructional program, and strategies for program improvement. Within these sections, 15 key ideas and a number of significant questions related to each of those ideas are presented to serve as a basis for thought and discussion. (JG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151899

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Cal Dept of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Discussion Guide

for the California School Improvement Program

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1978

EA 010 376

This document was edited by the Bureau of Publications, California State Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, CA 95814.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act

1978

Copies of this publication are available for $1.50 each, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802. A Spanish translation of this publication will also be made available by the Department. A list of publications available from the Department, *Selected Publications of the California State Department of Education,* may be obtained by writing to the address given above.

FOREWORD

The school improvement provisions of Assembly Bill 65 are designed to set in motion, at the school site level, a process to improve and refine educational programs systematically to meet the academic, personal, and social needs of each pupil. An integral part of the process is the development of a working partnership between parents, teachers, pupils, administrators, and members of the community.

We in the State Department of Education believe that the process starts with the joint development of documents containing information on the needs, regulations, procedures, and other matters affecting the implementation of AB 65. This document was developed by a representative group of educators from throughout California who met with Department staff to identify significant key ideas in the school improvement provisions of AB 65. These key ideas were translated into a series of subissues to form a discussion guide for those involved in school site plan development.

This guide should be helpful not only to those in schools receiving AB 65 planning grants or implementing school improvement programs, but also to those in other schools who wish to engage in site planning.

I gratefully acknowledge the efforts of the persons who generously shared their time, ideas, and talents, which are reflected in this document. I am convinced that a careful reading of the document will prove its usefulness to you in your school improvement efforts.

Superintendent of Public Instruction

MEMBERS OF AB 65 PROGRAM ELEMENTS TASK GROUP[1]

Field Members

Joy Addison
District Advisory Committee Chairperson, San Mateo City School District

Betty Atchison
School Board Member, Cajon Valley Union Elementary School District

Vincent Bello
Consultant, Office of the Los Angeles County Superintendent of Schools

Albert Brigance
Psychologist, Office of the Humboldt County Superintendent of Schools

Carla Bruns
Parent, San Jose Unified School District

Dolores Cross
Associate Professor and Director, Department of Education, Claremont Graduate School

Nick Diehm
Student, Irvine Unified School District

Oscar Donahue
Principal, Oak Grove Union Elementary School District

Nancy Fendelson
Parent, Sacramento City Unified School District

Peter FitzGerald
Superintendent, Goleta Union Elementary School District

Kay Giles
Student, Castro Valley Unified School District

Marguarita Hall
Teacher, San Diego City Unified School District

John Harter
Coordinator, The Rockefeller Independent Study Project, University of California, Berkeley

Patricia Horkan
Coordinator for Early Childhood Education and Title I Programs, San Mateo City Elementary School District

Ben Hughes
Teacher, Red Bluff Union High School District

Marguerite Lewis
Principal, Bakersfield City Elementary School District

Carol Lusebrink
Parent, Palo Alto City Unified School District

Katie McMillen
Student, Palo Alto City Unified School District

Mae Miller
Parent, Los Angeles Unified School District

Marion Patterson
Assistant Principal, Los Angeles Unified School District

[1]The titles and locations given for persons acknowledged here are those that were in effect when this report was written.

Ruth Pritchard
Public Relations Director, California School Boards Association

Edith Schwartz
Reading Specialist, Sacramento City Unified School District

Antonia Sims
Coordinator of Intercultural Education, Glendale Unified School District

Ralph Sleight
Principal, San Jose Unified School District

James Slezak
Superintendent, Mount Diablo Unified School District

Janice Smith
Assistant Principal, Irvine Unified School District

Jody Titus
Early Childhood Education Coordinator, Los Angeles Unified School District

Kay Virgilio
Parent, San Jose Unified School District

Dean Waldfogel
Principal, Irvine Unified School District

Robaire Warren
Student, Los Angeles Unified School District

Louise Weston
Resource Teacher, Santa Clara Unified School District

Iola Williams
School Board Member, Franklin-McKinley Elementary School District

Robert Wilson
Director, Guidance Department, Fresno Unified School District

Joseph Wolfman
Student, San Diego Unified School District

California State Department of Education Staff Members

Aurora C. Barrozo
Consultant, Elementary Education Program Compliance Review

Edward L. Bispo
Manager, Secondary Education Consolidated Field Services

Arnold Bray
Assistant Legislative Coordinator, Office of Governmental Affairs

James Calbert
Early Childhood Education Consultant, Elementary Education Program Field Services

Sieg Efken
Program Manager, Gifted and Talented Education

Marion Faustman
Early Childhood Education Consultant, Elementary Education Program Field Services

Maritza Giberga
Consultant, Office of Bilingual Bicultural Education

Kim Granja
Staff Services Analyst, Curriculum Frameworks and Instructional Materials Selection

Jack Hazekamp
Consultant for the Physically Handicapped, Office of Special Education

Harvey Hunt
Special Consultant to the Task Group; and Manager, Policy Analysis and Special Projects

John Klumb
Program Administrator, Instructional Services

Dolores Ledesma
Bilingual Bicultural Consultant, Elementary Education Program Field Services

Mae McCarthy
Chairperson of the Task Group; and Consultant, Secondary Education Program Planning and Development

Miguel Muto
Bilingual Bicultural Consultant, Elementary Education Program Field Services

Louis Nash
Arts and Humanities Consultant, Instructional Services

Vivian Silver
Early Childhood Education Consultant, Elementary Education Program Field Services

Robert Tardif
Mathematics Consultant, Instructional Services

Milton Wilson
Consultant, Pupil Personnel Services

California State Department of Education Support Staff Members

Linda Baker
Stenographer, Gifted and Talented Management Team

Lynette Blumhardt Beach
Stenographer, Environmental Education

Debbie DeLettre
Stenographer, Instructional Services

Lillie Fleming
Stenographer, Secondary Planning and Program Development

Cheryl Shawver
Graphic Artist, Bureau of Publications

Betty Sherven
Stenographer, Secondary Planning and Program Development

Anne Truskett
Stenographer, School Health Program Component

Frieda Walker
Supervising Stenographer, Curriculum Services

Karen Yamamoto
Senior Stenographer, Policy Analysis and Special Projects

Word Processing Center Staff

CONTENTS

Foreword iii

Members of AB 65 Program Elements Task Group v

Introduction 1

THE PUPIL 3

Key Idea

1: Competence in basic skills 4

2: Knowledge and skills in other areas of the curriculum; integration of learning 7

3: Positive self-concept; educational interests 10

4: Special needs 14

THE INSTRUCTIONAL PROGRAM 16

5: Continuous progress 17

6: Range of alternatives 19

7: School and classroom environment 22

THE STRATEGIES FOR PROGRAM IMPROVEMENT 24

8: Local plan; broad community involvement 25

9: Successful implementation 27

10: Coordination of resources 28

11: Ongoing staff development 30

12: Pupil involvement 33

13: Parent-school partnership; parent education 35

14: Continuous evaluation 36

15: District leadership role 38

INTRODUCTION

This is one in a series of publications developed to aid you in the implementation of the elementary and secondary school improvement portions of Assembly Bill 65, signed by the Governor on September 17, 1977.

The goal of the school improvement section of AB 65 is to develop pupils' competence to their highest potential in:

1. Basic skills, including proficiency in mathematics and in the use of the English languague in reading, writing, speaking, and listening

2. Knowledge and abilities in other aspects of the curriculum, including the arts and humanities, the sciences, and areas of personal interest

3. Personal development, including self-esteem, capability for independent judgment, and personal and social responsibility

4. Social development, including ability to work in groups and attainment of multicultural consciousness and citizenship skills

To achieve these goals, AB 65 calls upon elementary and secondary schools to join in a school site effort involving parents, teachers and other school personnel, administrators, pupils, and members of the community. The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

AB 65 recognizes that much of what goes on in individual schools is productive and worthy of retention and even increased emphasis. At the same time it recognizes that programs in all schools can be improved; that each school community possesses the essential resources for planning and implementing those improvements; and that, when school and community are involved and committed, lasting improvements are more likely to emerge.

AB 65 establishes a process for school improvement through a school site council and identifies three major areas in the planning process--the pupil, the instructional program, and the strategies for program improvement. These areas set a natural framework for a school site discussion and review of program effectiveness.

The general purpose of this document is to give you, the reader--principal, teacher, pupil, parent or community member concerned with education--a feel for the overall direction of school improvement. More specifically, it will aid you in school site planning by helping you to look at your school's total program as a working and changing force promoting pupil growth. This document is not a cookbook of "how to's." Rather, it is a discussion guide, a point from which to launch your thoughts. You may also find it useful as a resource guide for assessing your program needs whether your interest lies at the elementary or secondary level. Naturally, your focus or perspective may vary according to school level; however, major program considerations remain fairly consistent across levels.

This document is organized into three areas of discussion as found in the school improvement section of AB 65:

1. The pupil: What skills and abilities should pupils develop in the areas delineated by AB 65? To what extent is the program based on pupil attainment of these competencies?

2. The instructional program: Are organization, curriculum, methods, and activities of sufficient quality to foster pupil growth?

3. The strategies for program improvement: How effective are the processes for assessing and improving the quality of the instructional program?

It is within these areas that 15 key ideas have been identified as fundamental to school improvement. You will note that the key ideas affect and support each other. The reason is that they represent the vital threads which run consistently throughout a total program. They are presented in this document with excerpts from AB 65 to set a foundation for thought. So that discussion in various aspects of school improvement can be guided and facilitated, several issues are raised in question form under each key idea. It is hoped that the issues will stimulate discussion about (1) the status of pupil achievement and growth; (2) the identification of strengths and of weaknesses of the existing school program; (3) possible improvements, refinements, and modifications; and (4) the manner in which these improvements may take place.

A note of caution is in order here. Since school improvement is ongoing, you may be unable to answer some of the questions raised at this time. This situation is perfectly understandable. AB 65 gives time for resolving questions by providing a full year for planning and three years for implementation--with flexibility for emphasizing and addressing issues during the life of the plan. What this document should do for you is provide a means of assessing your program's effectiveness and exploring how program improvement might be made on a regular basis.

THE PUPIL

The major goal of the school improvement program is to promote competence--both minimal and beyond to excellence according to ability--in a wide variety of basic, academic, intellectual, personal, and social skills and abilities. To accomplish this goal, each school should identify skills it wants its pupils to develop; provide opportunities for classroom or school programs, activities, and curriculum that lead to pupil attainment of these competencies; and respond to the unique needs of each pupil by meeting those needs.

Pupils as individuals are important and unique human beings. They are shaped by relationships developed and operating in their homes, classrooms, and communities. In the quest for competence, it is necessary not only to examine and understand the uniqueness of these strengths and weaknesses but also to respond to them.

Pupils should be encouraged and assisted in their endeavors to learn and grow cognitively and affectively in the manner which suits them best. This is an essential point for those schools involved in school improvement to recognize. Pupils are not all alike; they do not all possess the same patterns of behavior, sets of interests, or aspirations. They do not all respond exactly the same to learning modes or methods, achieve at the same rate, solve problems in the same manner, or become motivated by the same incentives.

It is with this in mind that we have focused this section of the document on pupils' special needs and self-esteem. Through accomplishing goals and objectives, pupils can make competence a reality. Competence in itself is not optional, but the ways in which it is achieved are optional. Application of basic skills and other areas of the curriculum will allow pupils to become fully functioning individuals who can apply their skills to their careers and lifelong learning.

1

A Key Idea You Should Consider:

Each pupil should develop a level of competence in mathematics and in the use of the English language--in reading, writing, speaking and listening--which will allow mastery of these basic subjects at the highest level possible.

Education Code Sections You Should Consult:

52000. . . . The Legislature is committed to the belief that schools should:
(a) Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society.
(b) Assure that pupils achieve proficiency in mathematics and in the use of the English language, including reading, writing, speaking, and listening.

52015. Each plan shall include:
(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:
(1) Make continuous progress and learn at a rate appropriate to their abilities.
(2) Master basic skills in language development and reading, writing, and mathematics pursuant to Sections 51215 and 51216.

(For proficiency requirements affecting all districts regardless of their involvement in school improvement, consult Education Code sections 51215, 51216, 51217, and 51225 and the State Department of Education's Technical Assistance Guide for Proficiency Assessment.)

This key idea relates to two distinct sections of the Education Code: (1) The requirement for schools participating in the AB 65 School Improvement Program to plan for pupils' reaching their highest potential; and (2) the requirement for all districts--regardless of whether or not schools within the district are involved in the School Improvement Program--to develop minimum proficiency standards.

Issues You Will Want to Consider:

- What is being done in your school to promote pupil excellence? How is your staff planning for pupils to reach their highest potential while the pupils are attempting to master increasingly difficult skills?

- Are goals and objectives challenging enough to pupils to ensure their motivation and progress in basic skills and other areas of the curriculum?

- Are skills for continued success in school, career, or college communicated to pupils? How is the development of these skills reflected in the existing program?

- In the examination of the total school program, how is the degree of competence determined in the basic skills and in other areas of the curriculum? In areas of interpersonal and social growth? Is this information adequate for teacher planning, pupil follow-up, and parent information?

- Have specific pupil skills in each of the basic skill areas been determined? Is acquisition of the skills a goal of the existing instructional program? How can the existing classroom and school instructional program be more effective in achieving pupil growth in the basic skills? What is being done to ensure that non-English-speaking, limited-English-speaking, and linguistically different pupils achieve competence in basic skills in the English language?

- Do your school staff and community understand that basic skills are primarily a means to other learning and not the total program?

- Has your school taken steps to develop criteria for mastery in the basic skills which go beyond the legally required minimum proficiency standards so that pupils will be challenged to reach their highest potentials? For going beyond the proficiency standards adopted by your district, have you considered including steps such as:

  a. Development of criteria which cover the range from minimum proficiency levels to the highest possible levels of mastery?

  b. Involvement of teachers, students, administrators, members of the school site councils, and others in the development of both minimum proficiency standards required by law and criteria for mastery?

  c. Continuous discussion and assessment so that the standards and criteria reflect the needs and desires of your school and the population it serves?

  d. Use of frameworks in language, reading, and mathematics in developing criteria: English Language Framework for California Public Schools: Kindergarten Through Grade Twelve (1976); Framework in Reading for the Elementary and Secondary Schools of California

(1973); Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (1975)?

e. Use of other references, including those cited in the State Department of Education's Technical Assistance Guide for Proficiency Assessment?

- Has your school examined how proficiency assessment and the school's improvement program can support and enhance each other? (The assessment of basic skills may serve in part as an accountability mechanism for school improvement, and the school improvement program may serve as a logical organizing framework which can enhance the planning and the implementation of proficiency assessment and related instruction.)

- Have you considered how your school is going to work with the district so that the school improvement planning is represented in district proficiency planning, and how are district proficiency standards going to be used by the school as a basis for planning instruction which ensures minimum proficiencies?

- Has your school noted that the goals of the school improvement program and proficiency standards are consistent in that:

  a. Both emphasize the need for pupils to acquire the basic skills?

  b. Both require ongoing monitoring of individual pupil progress and adjustment of instructional approaches as appropriate?

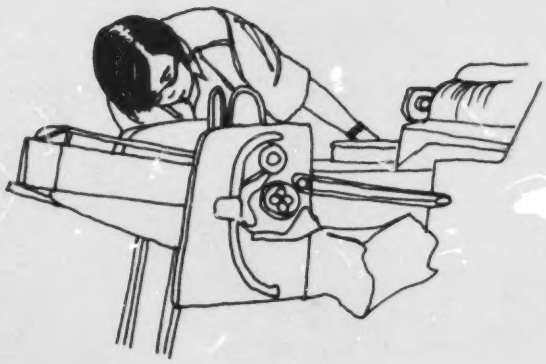
  c. Both highlight the need to involve parents in setting goals in the basic skills and in keeping aware of pupil progress?

  d. Both require a careful search for alternative instructional settings most appropriate to student needs, capabilities, and aspirations?

- Is your school planning to take advantage of the opportunity (a) to develop and implement its own program for meeting district proficiency standards; and (b) to use these standards as the impetus for further curriculum development?

- How is your district developing alternative means for the completion of the prescribed course of study for graduation? Do these choices include:

  a. Practical demonstration of skills and competencies?
  b. Work experience?
  c. Interdisciplinary study?
  d. Independent study?
  e. Credit earned at a postsecondary institution?



2

Another Key Idea You Should Consider:

Each pupil should develop knowledge and skill in such areas of the curriculum as the arts and the humanities; the physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education. The integration of learning in these areas should result in a total school program for each pupil.

Education Code Sections You Should Consult:

52000. ... The Legislature is committed to the belief that schools should:
(c) Provide pupils opportunities to develop skills, knowledge, awareness, and appreciations in a wide variety of other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; physical, emotional, and mental health; consumer economics; and career education.

52015. Each plan shall include:
(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:
(3) Develop knowledge and skills in other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education.

Issues You Will Want to Consider:

- What knowledge and skill in a variety of curricular areas do you want pupils to gain? How can the curriculum better achieve your purpose?
- Which skills will be useful for later success in school and life?
- Are there opportunities for students to apply skills and knowledge to reach their highest potential? Are the opportunities equal for all pupils? How effective will the totality of these gained skills be for later success in school and in life?

- Do the knowledge and skills gained by pupils lead to desired social and personal responsibility? How is this purpose built into the total curriculum? Do options for learning build on personal strengths and social strengths? Do the options develop the ability to cooperate with diverse individuals and groups?

- To what extent does the curriculum enable pupils to achieve their goals?

  a. Are State Department of Education frameworks and other relevant publications used to help set goals, determine curriculum, instructional strategies, and activities for pupils? See:

  Art Education Framework for California Public Schools: Kindergarten Through Grade Twelve (1971)
  Bilingual-Bicultural Education and English-as-a-Second-Language Education: A Framework for Elementary and Secondary Schools (1974)
  Curriculum Design for Consumer Education: Kindergarten Through Grade Fourteen (1974)
  Drama/Theatre Framework for California Public Schools: Kindergarten Through Grade Twelve (1974)
  Ekistics: A Guide for the Development of an Interdisciplinary Environmental Education Curriculum (1973)
  English Language Framework for California Public Schools: Kindergarten through Grade Twelve (1976)
  Framework for Health Instruction in California Public Schools: Kindergarten Through Grade Twelve (1972)
  Framework in Reading for the Elementary and Secondary Schools of California (1975)
  Guide for Multicultural Education: Content and Context (1977)
  Instructional Patterns for Consumer and Homemaking Education (1976)
  Mathematics Framework for California Public Schools: Kindergarten through Grade Twelve (1975)
  Music Framework for California Public Schools: Kindergarten Through Grade Twelve (1971)
  Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve (1973)
  Science Framework for California Public Schools: Kindergarten Through Grade Twelve (1977)
  Social Sciences Education Framework for California Public Schools: Kindergarten Through Grade Twelve (1975).

  b. How responsive are the strategies in the various curriculum areas to the needs of pupils?

  c. Are the diversity and pluralism of our society reflected?

  d. How effective are the strategies in the presentation of the curriculum areas?

- How do the basic skills learned by pupils enhance learning in other areas of the curriculum? How do other curriculum areas enhance learning in the basic skills?

- How do teaching methodologies and strategies incorporate receiving, applying, and extending knowledge? How are interests and social needs of pupils used in this process?

- To what extent do teachers of the content areas provide experiences for individual or independent study for the pupils?

- Are there opportunities for community-based learning activities related to pupils' interests? Do organization and strategies for community-based learning relate the needs and resources of pupils to the resources of the total community? Do organization and strategies reflect the strengths of diverse groups in the community as they relate to pupil's needs?

- What experiences are provided to promote the process of learning, thinking critically, and making independent judgments?

- Are pupils taught to use the steps of critical thinking? Is there an organized way to teach pupils to analyze, apply, synthesize, and evaluate?

3

Another Key Idea You Should Consider:

Each pupil should develop a positive self-concept, a regard for others, and personal and social responsibility as well as the ability to think critically and independently. Each pupil needs an opportunity to express and pursue educational interests.

Education Code Sections You Should Consult:

52000. ... The Legislature is committed to the belief that schools should:
(a) Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsive member of society.
(d) Assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent judgment.

52015. Each plan shall include:
(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:
(4) Pursue educational interests and develop esteem for self and others, personal and social responsibility, critical thinking, and independent judgment.

Issues You Will Want to Consider:

- How does your program provide for meeting each pupil's needs in personal growth and development?
- What aspects of your program help pupils develop self-concept? Have you considered:
  a. Assessment of level of self-concept in the pupil population?
  b. Activities that help pupils understand themselves?
  c. Skills that build self-confidence?

d. Strategies that teach from the standpoint of strength, helping pupils to learn in their own ways?

e. Conditions of the school environment that build positive self-concepts?

f. A guidance effort that teaches pupils self-awareness, self-understanding, and self-actualization?

- How does your program offer opportunities for pupils to develop positive attitudes toward others? Does your program include:

  a. Experiences that encourage pupils to understand other people?

  b. A variety of ways to recognize pupils' contributions?

  c. Activities that result in positive relations with other pupils, teachers, and school personnel?

  d. Classroom procedures that foster mutual respect and concern for others?

  e. Opportunities for pupils to teach and to learn from each other?

  f. A guidance effort that teaches pupils to cooperate in problem solving?

- To what extent does your program develop pupils' personal responsibility? Does your program:

  a. Encourage students to assume personal responsibility for their own learning? In the lower grades as well as the upper grades?

  b. Develop and maintain pupil motivation?

  c. Provide experiences that prepare pupils to be responsible for their own behavior?

  d. Include a guidance effort that teaches pupils how to cope with reality? How to be responsible and how to plan for the future?

- How does your program help pupils develop social responsibility? Have you considered:

  a. Ways of assessing pupils' strengths and needs in this area?

  b. A moral/ethical or citizenship development curriculum or related activities?

  c. Group projects leading to mutually derived goals, objectives, and learning experiences?

  d. Activities emphasizing democratic leadership and participation in school decision making that benefit the school and community?

e. Opportunities for pupil interaction and options to help pupils modify their personal desires to achieve common goals?

f. A guidance effort that teaches pupils understanding and acceptance, social interdependence, and service to others?

- What aspects of your program help pupils to develop critical thinking? Does the program include:

  a. Experiences that aid pupils to develop their abilities to analyze, synthesize, and evaluate information and apply knowledge and skills to new situations?

  b. Techniques of problem solving and study skills?

  c. Opportunities to recognize and clarify problems, reason critically, and develop alternatives?

  d. Practice in choosing and affirming solutions based on understood standards?

- How does your program help pupils to develop the ability to make independent judgments? Have you considered:

  a. Opportunities for pupil interaction and realistic decision making in a variety of situations?

  b. Logical consequences related to pupil judgments?

  c. Participation of pupils in planning and implementing your school improvement program?

- What opportunities do pupils have to express and pursue educational interests? Does your program:

  a. Take advantage of the assessed interests of pupils in establishing courses?

  b. Encourage pupils to feel that the school is "theirs"?

  c. Provide a wide range of instructional experiences and choices of subject matter responsive to pupils' interests?

  d. Take into account the relationship of the subject matter to the growth and development levels of pupils?

  e. Encourage pupils to choose activities that will enhance their educational growth?

  f. Promote the greatest degree of pupil development possible?

  g. Allow for the advising of pupils about educational interests?

  h. Promote equal access for pupils of both sexes and all ethnic groups?

- How does your program assist pupils in making decisions for themselves about the options which best suit their needs? How are pupils guided to arrive at an awareness of the implications of their decisions? How is a balance maintained between freedom and guidance?

4

Another Key Idea You Should Consider:

Pupils with special needs include the non-English speaking, the limited-English speaking, and the linguistically different; the educationally disadvantaged, the handicapped, and the gifted and talented. Each pupil with special needs should receive appropriate instruction and support services.

Education Code Sections You Should Consult:

> 52015. Each plan shall include:
> (b) Instructional and auxiliary services to meet the special needs of non-English speaking or limited-English speaking pupils, including instruction in a language such pupils understand; educationally disadvantaged pupils; and pupils with exceptional abilities or needs.
>
> [For specific programmatic requirements regarding bilingual see Section 52160 (beginning); the educationally disadvantaged, Section 54000 (beginning); the gifted, Section 52200 (beginning); and special education, Section 56000 (beginning).]

Issues You Will Want to Consider:

- Who are the pupils with special needs in your school? How have the special needs been identified?
- Who has identified the special needs? Have pupils' families been asked for pertinent information?
- What procedures have been developed to ensure that assessment conditions are equal for all pupils, such as having persons involved in the assessment who are knowledgeable about the language and culture of the pupils? Such as using assessment instruments and materials in a language pupils understand?
- How is your program organized to facilitate cooperation among regular and special classroom teachers, support staff, and parents in planning to meet those needs?
- How can the existing instructional program be made more effective and responsive to the needs of pupils?

- What criteria have been used to determine the appropriate instruction and services to be provided? Are the criteria suitable for determining appropriate instruction and services? Are instruction and services responsive to the special needs of the non-English speaking? The limited-English speaking? The linguistically different? The educationally disadvantaged? The handicapped? The gifted and the talented?

- How can potential college bound and talented pupils from all groups receive appropriate instruction and support?

- What concentration or different use of staff time will be required to meet pupils' special needs?

- How is your school planning to prepare all staff members to improve in understanding, accepting, and meeting the special needs of all pupils?

- Have inventories of support services and special programs been developed to meet pupils' special needs? How will these inventories be used to increase the effectiveness of the program?

- How has your school planned to have pupils with special needs participate in the total school program and become more integrated into it?

- How can the coordination of existing resources--human, material, and financial--be improved to ensure that the total program focuses on individual pupil needs?

- How will your plan incorporate the relevant requirements of state and federal programs?

THE INSTRUCTIONAL PROGRAM

In the last section we looked at pupil competencies in examining the effectiveness of a school's instructional program. We examined the competencies a school desires for its pupils and the extent to which the instructional program is based on the attainment of those competencies.

In this section we focus on the quality and responsiveness of the instructional program itself. You will find that we study the effectiveness of the total instructional program and each of its parts in relation to pupil growth. The school's instructional program is broadly defined as any pupil experience occurring under the direction of the school. Examples of the instructional program include classroom, department, and schoolwide curricula; classroom and school organization; teaching methodology; classroom and school environment (including relationships between adults, between adults and pupils, and between pupils); use of instructional materials; standards and course requirements; counseling; and extracurricular activities.

In determining the quality and effectiveness of each area, the scope, excellence, and comprehensiveness of the curricula and learning activities must be considered. Equally as important is a consideration of the responsiveness of the instructional program to individual pupil needs, including organization and management for continuous progress and provision of a range of learning alternatives.

Because each school may operate in a different way and on a different schedule, the choice of programs to examine and issues to consider, as well as the time and manner for addressing them, must be determined by each school in a manner consistent with AB 65.

5

Another Key Idea You Should Consider:

Each school's instructional program should be effective in producing pupil growth and be organized and managed to promote the continuous progress of each pupil.

Education Code Sections You Should Consult:

52015. Each plan shall include:
(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:
(1) Make continuous progress and learn at a rate appropriate to their abilities.

52016. In elementary schools the school improvement plan shall, in addition, include:
(b) Periodic evaluation of pupils' health needs.

52017. In secondary schools the school improvement plan shall, in addition, include:
(a) The availability of timely advice regarding learning options, career opportunities, and school-related problems.
(b) A range of alternatives in the size, composition, and location of learning groups, including community-based study.

Issues You Will Want to Consider:

- To what extent does the instructional program lead to the improvement of basic skills? Skills and knowledge in other areas of the curriculum? Personal and social responsibility? Critical thinking? Independent judgment?
- How does the organization and management of your school reflect a commitment to making the instructional program responsive to pupils to produce growth? How does the management of the classrooms in your school reflect a similar commitment?
- How can your school improve opportunities for pupils to progress at their own rate?

- What assessments are teachers making to find out what pupils have learned, what they need to learn, and how they learn best?

- Do periodic health appraisals provide for feedback to teachers and parents? Does the subsequent follow-up procedure ensure that appropriate measures are taken so that pupils can perform at their highest potential (elementary)?

- How do parents receive regular reports on their children's progress in school so that the parents can become active partners in the learning process (elementary)? How are parents given assistance in reinforcing their children's learning?

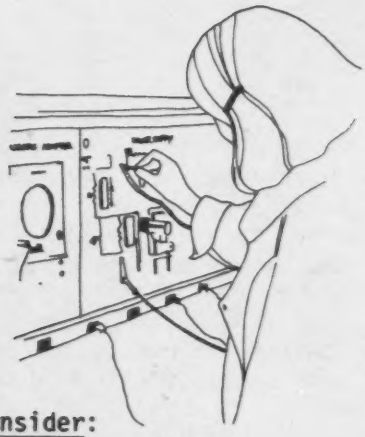
- How do the curricula, instructional strategies, and materials complement each other from class to class and grade to grade?

- Have pupils been made aware of learning options and opportunities at the secondary level? How has pupils' knowledge been expanded by guidance personnel, teachers, parents, other adults, and older pupils?

- Are the existing alternatives designed to promote continuous progress?

- How does the curriculum provide for assessment and ease of entry for pupils who arrive during the school year? Does the assessment take into account where pupils are and allow them to progress at their own rate?

- What can you do to interest elementary pupils in their secondary education? What can you do to interest secondary pupils in post-secondary training?



6

Another Key Idea You Should Consider:

Each school's instructional program should be responsive to pupil needs by providing a range of alternatives in (a) the size, composition, duration, and location of learning groups; and (b) instructional strategies, resources, and curricular experiences, including--at the secondary level--community-based study.

Education Code Sections You Should Consult:

52000. The Legislature declares its intent to encourage improvement of California elementary, intermediate, and secondary schools to ensure that all schools can respond in a timely and effective manner to the educational, personal, and career needs of every pupil. The Legislature is committed to the belief that schools should:

(e) Provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn.

52017. In secondary schools, the school improvement plan shall, in addition, include:

(b) A range of alternatives in the size, composition, and location of learning groups, including community-based study.

(c) A process whereby pupils may demonstrate proficiency in any aspect of the curriculum in order to waive course-hour requirements and pursue an elective course of study.

52033. Any district governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this code.

52034. Participating school district governing boards shall:

(d) In cooperation with participating schools, inventory opportunities for community-based learning and design processes by which secondary students may demonstrate proficiency in any aspect of the curriculum to pursue an elective course of study.

Issues You Will Want to Consider:

- How does your program make options available to meet pupils' needs? Has an assessment been conducted to determine your school's alternatives? Have all the partners in the school improvement program, such as the community, parents, pupils, staff, and district personnel, been involved in the assessment and in the decision making which followed?

- How does the opportunity for pupils to choose options contribute to pupils' growth and sense of responsibility?

- How is your program organized to offer options to pupils on types of study or times for study which enhance learning and promote proficiency in basic skills? In other aspects of the curriculum?

- What opportunities do pupils have to demonstrate knowledge and skills through activities that extend beyond the use of paper and pencil?

- Do the options provide for the development of esteem for self and others? Personal and social responsibility? Critical thinking?

- Does the program give pupils opportunities to make choices about such options as:

  a. Curriculum areas in both required and elective courses?

  b. Work and community experience (secondary)?

  c. Community-based education (secondary)?

  d. Independent study?

  e. Alternative programs (secondary)?

  f. Pupil tutoring?

  g. Credits earned through postsecondary classes (secondary)?

  h. Career opportunities?

- How have the purposes and processes of your alternatives been defined to ensure that they enhance your total program?

- Has a process been established by which pupils may demonstrate proficiency in any aspect of the curriculum to waive course-hour requirements and pursue an elective course of study?

- Have you considered how you can use the available community resources such as libraries, museums, and television and other media to supplement classroom learning?

- How has your district inventory of community resources, including business and industry, been used to integrate community-based learning into the total program?

- How will your plan reflect district and state requirements for proficiency standards, attendance, accreditation, early school leaving, and graduation?

- Have your initial staff development and parent education activities been geared to the clarification of your school's alternatives? How have community resources been used in this clarification? What other kinds of activities regarding options have been part of your ongoing staff development and parent education programs?

- What type of mechanism has been built into your program to allow for continuous, broadly based feedback on the effectiveness of your alternatives? How have you used this feedback to arrive at conclusions useful to you in program improvement?

- On the basis of your ongoing evaluation, how will your alternatives be redefined, reorganized, replaced, or revised? Will your modification reflect continuous, widespread participation by the parents, the community, and the staff?

7

Another Key Idea You Should Consider:

The total school and classroom environment should be conducive to learning for each pupil.

Education Code Sections You Should Consult:

> 52015. Each plan shall include:
> (d) Improvement of the classroom and school environments, including improvement of relationships between and among pupils, school personnel, parents, and the community, and reduction of the incidence among pupils of violence and vandalism....
> (g) Ongoing evaluation and modification of the school improvement plan by the council based on information regarding:
> (3) Improved school environment as measured by indicators such as (a) the incidence among pupils of absenteeism, suspension, expulsion, and dropouts and the incidence and costs of school violence, vandalism, and theft of school or private property while participating in school activities, (b) pupil attitudes toward school, self, and others, (c) incidence of absenteeism, resignations and requests for transfers among teachers and other school personnel, and (d) satisfaction of teachers, pupils, parents, administrators, and other school personnel with school services and decision-making processes.

Issues You Will Want to Consider:

- How has your school's educational environment been assessed to determine how it facilitates pupil learning? Have you considered such indicators as:

  a. Pupil attitudes toward school, self, and others?

  b. Pupil cooperation?

  c. Pupil attendance?

d. Continuous pupil progress?

e. Staff morale and attendance?

f. Communication among staff, pupils, and the community?

g. Community satisfaction with educational practices?

h. Community, pupil, and staff pride in the school campus?

- Do your objectives, goals, and activities promote a constructive classroom environment?
- Are your school and classrooms places where pupils and adults can relate to one another through open and honest communication?
- How does your program provide for continuous, positive interaction among community, parents, staff, and pupils?
- How does your school and classroom environment promote trust, enthusiasm, and satisfaction?
- Has your school provided opportunities for you to gain an understanding of the part you can play in establishing and maintaining an educational environment conducive to learning?
- Does the overall appearance of classrooms in your school reflect a sense of orderliness while at the same time reflecting pupils' interests?
- Have you considered possibilities for a more creative use and improvement of your physical plant?
- What strategies would be useful if violence or vandalism were to become a problem at your school?

THE STRATEGIES FOR PROGRAM IMPROVEMENT

In this section of the document, we emphasize schoolwide strategies for the improvement of the school program. Planning, implementation, coordination and allocation of resources, staff development, parent and pupil involvement, and district support are among the activities related to these strategies.

The intent of the school improvement program as indicated in Assembly Bill 65 is an ambitious one--"to ensure that all schools can respond in a timely and effective manner to the educational, personal, and career needs of every pupil." Because pupils' needs vary, classroom instruction will differ from class to class, school to school. Therefore, each school improvement plan will have its own distinctive features based on the assessed needs of pupils and staff.

We know that persons tend to support programs they have helped to create. For this reason a process involving pupils, parents, teachers, administrators, other school personnel, and community members in all phases of the school improvement program is vital.

Although the focus of program improvement is at the school level, the district must play an essential role in providing the leadership, support, assistance, and coordination needed for successful program implementation.

8

Another Key Idea You Should Consider:

For pupils' needs to be met, the school improvement program should be planned locally. The school site council should involve parents, teachers, administrators, students, and community members in the development of the plan and the continuing improvement of the program.

Education Code Sections You Should Consult:

52000. The Legislature is committed to the belief that schools should:

(f) Maintain a schoolwide process for the involvement of parents broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, pupils attending secondary schools, and members of the community in the development of school improvement plans.

The Legislature, by the provisions of this chapter, intends to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet the needs of pupils at that school.

52013. Any school site council may apply to the local governing board to develop a three-year school improvement plan.

52033. Any district governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this code . . . if such waiver is necessary or beneficial to the successful implementation of a school improvement plan.

[See Section 52012 membership requirements and the State Department of Education publication entitled Establishing School Site Councils.]

Issues You Might Consider:

- What has your school learned from previous efforts of persons working together to solve problems?

- What has been learned from past assessments of existing programs and the development of improvement activities?
- What is the sequence of steps your school site council will take for the planning, development, and modification of a school improvement plan designed to meet the needs of pupils?
- Are you aware of the waiver process which can help your plan to be more responsive to pupils' needs?
- What are your school board's policies for ongoing communication between the school board, staff, and community? How will your school site council benefit from these policies?
- What information does your school site council need to form program objectives which meet pupils' needs? How will information be gathered?
- What persons or agencies at the local level have useful information about pupils' needs? What opportunities have parents and community members had to provide input about pupils' needs?
- What are effective methods by which your school's principal can provide your school site council with ongoing information about the school improvement program?
- How has your school provided opportunities for broadly based input by staff, parents, community, and pupils so that a realistic assessment of the learning environment can be made?
- Is the assessment ongoing so that continuous feedback can be received by staff, parents, community, and pupils for the improvement of the educational program?
- What strategies will be incorporated into the school site plan to allow for widespread involvement in decision making? Will provisions be made for delegating certain aspects of decision making to specific groups?
- How will your school encourage the participation of those who have not participated in the past? How will your school identify and represent the needs of those who still choose not to participate?
- In what ways will your school site council benefit from inservice training in areas such as group process skills and skill in conducting meetings?
- What kind of mechanism will be built into your plan to provide for ongoing evaluation and modification of the plan?
- What procedures will be used to resolve any disagreements that arise?

9

Another Key Idea You Should Consider:

Successful implementation of the locally approved school improvement plan is the responsibility of the school's principal and staff. They, along with the school site council, should regularly review the implementation plan.

Education Code Section You Should Consult:

> 52020. Following approval of the school improvement plan by the governing board: (a) the school principal shall be responsible for the promotion of full and effective compliance with such plan; (b) certificated personnel shall design and implement instructional techniques consistent with objectives established by the school site council.

Issues You Might Consider:

- How will the principal and staff work together to translate your school plan into day-to-day activities?
- What will the principal, other school personnel, and the members of the school site council do to support and promote your program?
- What are some specific ways in which the principal, other school personnel, and the school site council members can support the staff to see that the objectives of your plan are being met?
- Have possible obstacles to implementation been identified? How are they being dealt with?
- How will your school site council, in cooperation with the principal, staff, parents, and students, provide for an ongoing modification of the plan on the basis of continuous program evaluation?
- Will the allocation of human and financial resources be sufficient for implementation and review activities which are being planned? How will this be done?

10

Another Key Idea You Should Consider:

Each school improvement program should coordinate and allocate human, material, and financial resources to make the best use of those resources in the delivery of educational services to pupils.

Education Code Sections You Should Consult:

> 52015. ... Consideration shall be given to the use of community resources, such as museums, libraries, and communication media, to achieve instructional improvement objectives.
>
> 52019. ... Existing school-level staff development programs conducted pursuant to state and federal laws shall be consolidated with local staff development programs to the extent permitted by federal law.
>
> 52021. ... The council shall annually review the school improvement plan, establish a new school improvement budget consistent with subdivision (f) of Section 52015, and, if necessary, make other modifications in the plan to reflect changing improvement needs and priorities.

Issues You Will Want to Consider:

- How is your program organized to coordinate human, material, and financial resources for the delivery of educational services to pupils? To what extent does your program:

  a. Make use of a resource file of human, material, and financial resources available to your school?

  b. Use the talents of members of the staff and the community?

  c. Incorporate all resources into a staff development program for administrators, teachers, volunteers, and other school personnel?

d. Provide for information on the availability of resources to staff and community?

e. Provide for continuous identification and appraisal of the effective use of resources?

- Does a process exist by which material resources are allocated at the school site so that pupil needs rather than program needs are emphasized?

- What are some specific ways to use the human resources of the community in your school improvement program to enrich pupils' experiences and maintain a working partnership among the supporters of the school and the community?

- What communication processes can be used to improve coordination at the school site? How does your school improvement plan provide for consistency through communication about:

  a. Program intent?

  b. Teacher expectations as to pupil performance?

  c. Instructional practices?

  d. Use of assessment data?

- How will your school site council be kept informed about funding issues so that the members can establish program priorities and recommendations and, consequently, arrive at better decisions about the school budget?

- How can internal and external reviews be used for program improvement?

11

Another Key Idea You Should Consider:

Each school improvement program should include ongoing staff development for all persons delivering educational services. Staff development should be keyed to pupils' needs and developed through the participation of the school personnel.

Education Code Sections You Should Consult:

52015. Each plan shall include:
(c) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers as provided in Section 52019.

52019. Each school improvement program shall include a local staff development program. Existing school-level staff development programs conducted pursuant to state and federal laws shall be consolidated with local staff development programs to the extent permitted by federal law. [See sections (a)--(f).]

52022. Schools may request, as part of their school improvement plan, the provision of time during the regular school year to advise students or conduct staff development programs and receive full average daily attendance reimbursement under the provisions of Section 46300. Such time shall not exceed eight days each year for each participating staff member.

52034. Participating school district governing boards shall:
(g) Provide for staff development activities jointly developed with teachers and other school personnel which reflect the goals of this chapter.

52035. The Superintendent of Public Instruction shall:
(1) Report annually, beginning January 1979, to the State Board of Education ... regarding the effectiveness of ... staff development programs....

52168. (b) School districts may claim funds appropriated pursuant to this article for expenditures in the following categories only: (3) the costs of special inservice training to develop bilingual-crosscultural instructional skills....

52170. Each school which receives local, state, and federal categorical aid funds as defined in subdivision (b) of Section 52169 and Section 54004.1 shall:
(b) Based on the needs assessed ... include in addition the following components: (1) teacher and aide preservice training which will identify and improve knowledge levels of each teacher and aide in teaching methodology and bilingual-crosscultural philosophy and education; (2) an inservice training program for teachers and aides that is linked with an institution of higher education; ... and (3) an assurance that all bilingual-crosscultural aides are provided the opportunity to enroll in a career ladder program....

Issues You Will Want to Consider:

- How can your staff development be an ongoing effort and integrated into the total program?
- How will your staff development be organized so that staff can work together to improve instructional skills for more effective learning in the classrooms?
- Has the staff's ability to meet the identified needs of pupils been assessed? How have staff strengths been assessed and matched to pupils' needs?
- How can staff development balance the building upon staff strengths with the overcoming of deficiencies?
- How does your plan ensure broad teacher involvement in the design of staff development activities, particularly as to content and time allotted?
- How will the staff development plan incorporate training for teachers of linguistically different, non-English-speaking, or limited-English-speaking pupils? How will information about the culture of the pupils

and their language as well as appropriate teaching methodologies be interwoven into the program?

- How will staff development activities provide opportunities for the exploration of interpersonal relationships?
- How will staff development address the need for new knowledge in specific areas of the curriculum?
- What preparation for school and classroom roles and responsibilities will be provided for teachers and other school personnel?
- How will staff members be prepared for working with parents, aides, and others?
- To what extent does staff development focus on improving the instructional, human development, and counseling skills of school personnel, including an awareness of concerns on sex-role stereotyping and racial intergroup relations?
- Will a number of connected experiences be offered rather than a series of unconnected presentations?
- Will staff development activities include informal opportunities for staff development outside of formally planned activities?
- What provision has been made to inform parents about the content and benefits of the staff development activities?
- In what ways does staff development facilitate leadership among staff members by providing direction, support, and reinforcement?
- How will the school site plan ensure that a specific person is responsible for the implementation of the staff development activities?
- How will staff development build on currently successful activities while incorporating new program thrusts?
- How will staff development provide opportunities for local agencies and the school personnel to work together to identify special kinds of skills needed by teachers and principals?
- Will there be continuing evaluation of staff development to measure its impact on your school's instructional program?

12

Another Key Idea You Should Consider:

Schools should encourage pupil involvement in comprehensive program planning, implementation, evaluation, and modification.

Education Code Sections You Should Consult:

52000. The Legislature ... is committed to the belief that schools should:
(f) Maintain a schoolwide process for the involvement of ... pupils attending secondary schools ... in the development of school improvement plans.
52011. The governing board of each school district shall:
(b) Ensure that ... a school site council ... is established at each school site.... The board shall ensure that all interested persons, including, ... in secondary school, pupils, have an opportunity to establish such council.
52012. ... The council shall be composed of, ... in secondary schools, pupils selected by the pupils attending the school....
52015. Each plan shall include:
(g) Ongoing evaluation and modification of the school improvement plan by the council based on information regarding:
(1) The degree to which the school is meeting its improvement objectives as assessed by ... pupils.
(3) Improved school environment as measured by indicators such as ... (D) satisfaction of ... pupils ... with school services and decision-making processes.
52019. Local staff development programs shall:
(a) Provide ... ongoing ... activities based on a systematic identification of pupil ... needs.
(b) ... Design activities for members of the school site council ... in conjunction with such members.
52021. The school site council ... shall ... review with pupils the implementation of the school improvement program and assess periodically the effectiveness of such program....

Issues You Will Want to Consider:

- To what extent do pupils at your school feel that the program belongs to them? How did you reach your conclusion?
- How have pupils been involved in the assessment of your current program on elements such as:
  a. Instructional choices?
  b. Staff development?
  c. Parent education (elementary)?
  d. Parent involvement in the classroom (elementary)?
  e. School and classroom environment?
  f. After school activities?
- How have pupils--those at the elementary as well as the secondary level--been included in the development of your school plan? How will they be included in the future?
- How will your school determine which pupils are to be involved? What are the best methods for involving elementary pupils? Secondary pupils?
- Do pupils have an opportunity to participate in a variety of instructional and recreational activities such as cross-age tutoring and general cross-age contact to help develop pupils' abilities to participate in all phases of the program?
- After pupils' strengths are identified, how will the strengths be matched with program developmental activities?
- What recognition is given to pupils who become involved in your school program?

13

Another Key Idea You Should Consider:

A partnership between parents and schools should be fostered through classroom and school activities and parent education.

Education Code Sections You Should Consult:

> 52016. In elementary schools, the school improvement plan shall, in addition, include:
> (a) The active involvement of parents in classroom activities and in other aspects of the school improvement program....
> (c) Parent education regarding the growth and development of children.

Issues You Will Want to Consider:

- How has your program encouraged ongoing parent participation in classroom activities and related school activities (elementary)?
- Have parents' roles in classroom activities and related school activities been defined (elementary)?
- How have teachers' management styles changed to accommodate increased participation?
- How do you know that parents and pupils benefit from participation?
- In what ways do teachers and other school personnel benefit?
- What has been done to include in your staff development program parents who participate in classroom activities and other school activities on a regular basis? What has been done to include all parents?

14

Another Key Idea You Should Consider:

A continuous evaluation process based on the gathering, analyzing, and interpreting of information should enable those implementing a school plan to make better decisions for program improvement.

Education Code Sections You Should Consult:

52014. Each plan shall be based on an assessment of school capability to meet the educational needs of each pupil, specify improvement objectives and indicate steps necessary to achieve such objectives, including intended outcomes....

52015. Each plan shall include:
(g) Ongoing evaluation and modification of the school improvement plan by the council based on information regarding:
(1) The degree to which the school is meeting its improvement objectives as assessed by parents, teachers, other school personnel, and pupils.
(2) Student achievement.
(3) Improved school environment as measured by indicators such as (a) the incidence among pupils of absenteeism, suspension, expulsion, and dropouts and the incidence and costs of school violence, vandalism, and theft of school or private property while participating in school activities; (b) pupil attitudes toward school, self and others; (c) incidence of absenteeism, resignations and requests for transfers among teachers and other school personnel; and (d) satisfaction of teachers, pupils, parents, administrators, and other school personnel with school services and decision-making processes.
(4) The degree to which fiscal expenditures meet the criteria of the school improvement plan.

52021. The school site council, following approval of a school improvement plan by the governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel and pupils the implementation of the school improvement program, ... to assess periodically the effectiveness of such program, ... and, if necessary, make other modifications in the plan to reflect changing improvement needs and priorities....

52034. Participating school district governing boards shall:

(e) Evaluate the effectiveness of participating schools in meeting their school improvement program objectives.

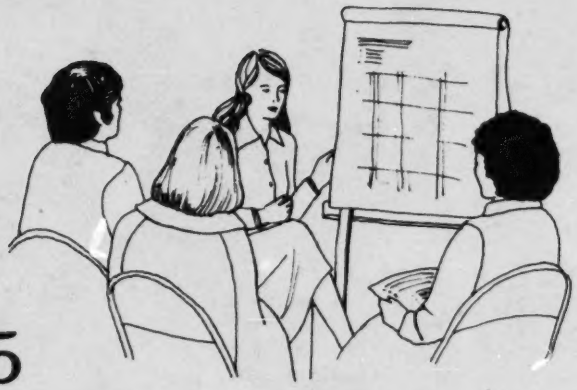
52035. The Superintendent of Public Instruction shall:

(i) Report annually, beginning January 1979, to the State Board of Education, Legislature, and Governor regarding the effectiveness of school improvement programs ... and resource centers established pursuant to Chapter 3.1 (commencing with Section 44670) of Part 25.

52038. The Superintendent of Public Instruction shall contract for an independent evaluation of the school improvement programs established pursuant to this chapter and staff development programs and resource centers....

Issues You Will Want to Consider:

- What assessment techniques are incorporated into your school planning process which enable you to gather information to make better decisions for program improvement?
- What are your ongoing evaluation procedures which provide data to measure the degree to which the school improvement program is meeting its objectives as to pupil achievement, school environment, and school expenditures?
- How are teachers and other school personnel, pupils, parents, the community, and the school site council involved in the ongoing evaluation and modification of the plan?
- To what extent will evaluation of the plan lead to modification of the plan?
- What are the most effective ways of keeping all parents informed of program modifications as they occur?



15

Another Key Idea You Should Consider:

The district's leadership role in the school improvement program should include the development of a master plan and support and assistance of various kinds to local schools consistent with school-level needs.

Education Code Sections You Should Consult:

52011. The governing board of each school district shall:
(a) Ensure that the principal of every school receives information....
(b) Adopt policies to ensure that ... a school site council ... is established at each school....
(c) Establish a plan for the phase-in of schools....

52034. Participating school district governing boards shall:
(a) Review and approve or disapprove planning applications and school improvement plans....
(b) Develop ... a district master plan keyed to the ... objectives of participating schools....
(c) Adopt policies regarding ... school site councils....
(d) ... Inventory opportunities for community-based learning and design processes by which secondary students may ... pursue an elective course of study.
(e) Evaluate the effectiveness of participating schools....
(f) Terminate implementation grants to schools which are unsuccessful....
(g) Provide for staff development activities....
(h) Examine the patterns of school organization....
(i) Ensure that allowances provided.... supplement existing fiscal efforts....

Issues You Will Want to Consider:

- Did your school provide input for the district master plan and ongoing modification?

- What type of assistance in planning, implementing, and evaluating the program can your school expect to receive from your district as outlined in the district master plan?

- How has your governing board established policies defining the responsibilities of your school site council? How was your school involved?

- What channels have been established for communication at the school site and in the community for you to meet with your school board to voice your opinions on program changes?

- How will your council members use the communication procedures established by the school board including information on the board's criteria for terminating unsuccessful school improvement programs?

- What will your involvement be in the development of a district inventory for community-based education (secondary)?

- What will be your school's role in assisting the district in designing procedures by which secondary students may waive course requirements by demonstrating proficiency?

- How will your school staff work with district staff to evaluate the attainment of your objectives?

- How do you plan to use the information generated from program reviews?

DISCUSSION GUIDE FOR THE CALIFORNIA SCHOOL IMPROVEMENT PROGRAM

We in the State Department of Education are always striving to improve the usefulness of our documents. As part of this effort, we invite you to react to this publication in the spaces below. Then please remove this sheet from the Discussion Guide and mail the sheet to the address on the reverse side.

1. Have the key idea statements facilitated understanding of the goals of school improvement?

2. Have the Education Code references related to the key ideas helped clarify issues?

3. Do issue-raising questions related to the key ideas of the types in this document assist in the development of a school plan?

4. What would you have liked to see that was not included in the Discussion Guide?

5. Additional comments or recommendations:

Name (optional) _____

Title _____

Date _____

Postage

California State Department of Education
Davis W. Campbell
Deputy Superintendent for Programs
721 Capitol Mall
Sacramento, CA 95814

Δ77117—300 2-78 15M